Name: Rachel Fischhoff Grade: 5 Date: May 1, 2012

Conclusions

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| Lesson Sources: |
| Lesson Objectives: Writers will be able to write a conclusion paragraph by identifying two main functions of a conclusion—to recall the main idea and leave the reader thinking. |
| Standards: Common Core, Writing 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. e. Provide a concluding statement or section related to the information or explanation presented |
| Multicultural Content: |
| Materials and Advanced Preparation: model from blizzards, anchor chart |
| Prior Knowledge and Skills Needed: knowledge of conclusion paragraphs |
| Key/New Vocabulary: |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * Writers, many of you are ready to work on the last paragraph of your essays—your conclusion. | Explain purpose of mini-lesson |  |
| 10 min max | **2. The Teaching (The Giving of Information):**   * Nonfiction writers use their conclusions to accomplish two goals: they recall their topic—reminding the reader of their big idea, and they leave their reader thinking—they stretch the readers thinking of leave them with a thought that sticks in their mind. * Let’s looks at my conclusion that I wrote about blizzards. * *“There is so much to learn about the most powerful and dangerous winter storms. Blizzards are as fascinating as they are frightening. With a little bit of preparation, anyone can be ready to face these fierce snowstorms.”* * First, I recall my topic for my reader—blizzards. Then, I leave my reader with something to think about—how to stay safe during a blizzard. I hope that my reader will remember some information about blizzards, and maybe even do some research to find out more. | * Active listening | * Active listening |
|  | **3. Have-A-Go (optional)**   * Your first job as conclusion writers will be to recall your topic. Then, you will leave your reader with an idea or a though to remember—something that stretches the readers thinking or sticks in their mind. * What kinds of ideas or thought will leave a reader thinking? *A powerful image, a way to learn more, an action the reader could take, etc. etc.* * T&T: Turn and talk to a partner about an idea or thought you want to leave your reader with. | How will students be actively involved?  By:   * Partner Talk | * Conferring * Sharing out |
| **Anticipated Responses/Outcomes:**   * There may be trouble generating ideas for lingering thoughts—coach students into using strategies (powerful image, how to learn more, reader action, etc…) | | | |
|  | **4. The Link**  Writers, today you will be working on your conclusions. Remember to recall your topic for your reader. Then, leave your reader thinking by ending with a powerful idea or though. | **(Workshop Time)**   * Writing conclusions that recall the essay’s topic and leave readers thinking | * Conferring |
|  | **5. Closing (at the share)**  Share student examples—what thoughts are readers left with? | * Pick students who are using the day’s lesson in their conclusions | * Facilitating share |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?